

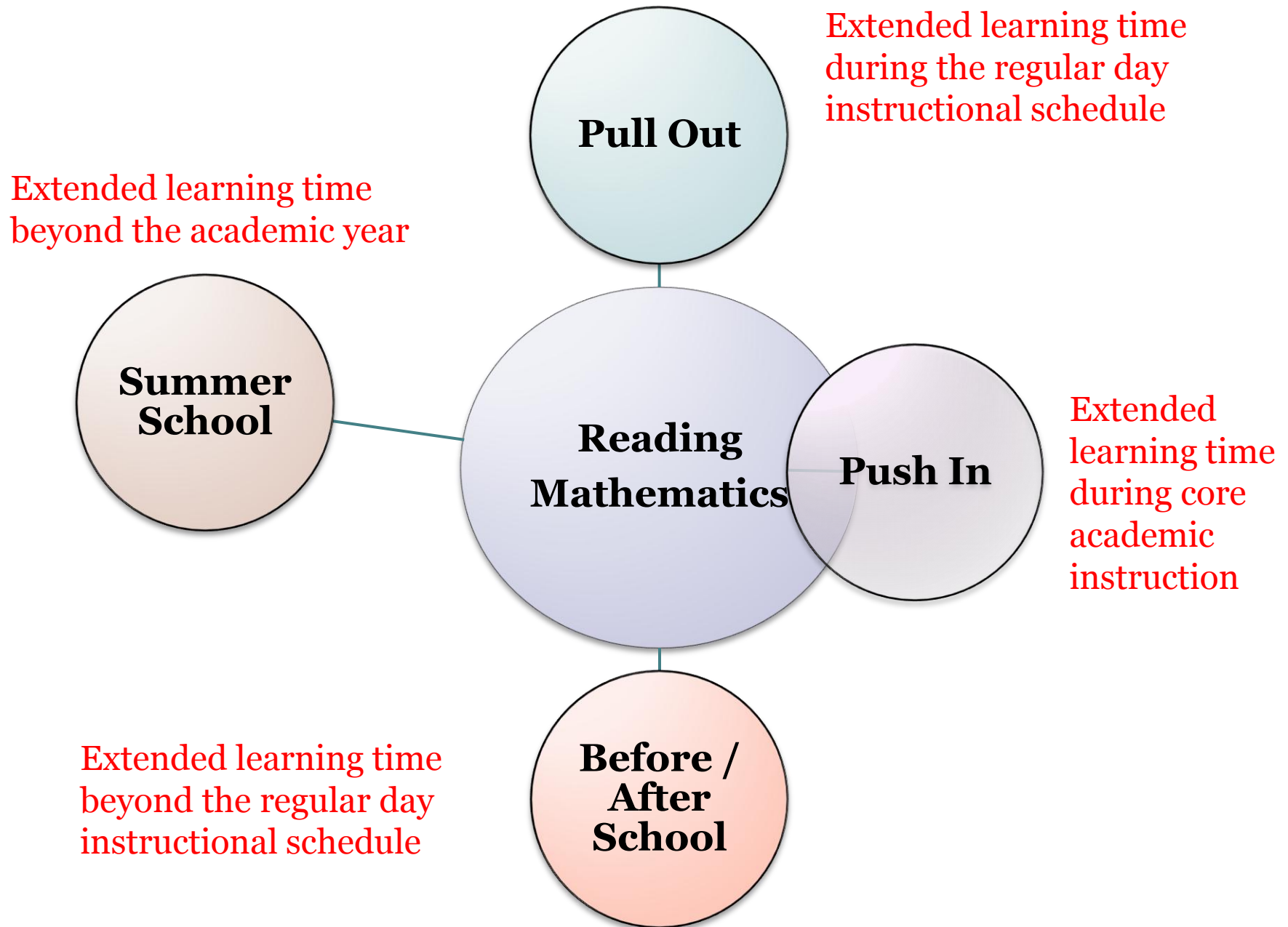
ESEA FOR LEAs

Part Two:

Conducting the Comprehensive Needs Assessment

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What is the academic focus of Title I?



Developing a Title I Program

- Who
- What
- Why
- Where
- When
- How

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What**
- **Why**
- **Where**
- **When**
- **How**

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What** interventions will be provided?
- **Why**
- **Where**
- **When**
- **How**

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What** interventions will be provided?
- **Why** is this the most effective intervention?
- **Where**
- **When**
- **How**

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What** interventions will be provided?
- **Why** is this the most effective intervention?
- **Where** will the intervention be provided?
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- **How**

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What** interventions will be provided?
- **Why** is this the most effective intervention?
- **Where** will the intervention be provided?
- **When** will the intervention be provided?
- **How**

Developing a Title I Program

- **Who** will receive/provide interventions?
- **What** intervention will be provided?
- **Why** is this the most effective intervention?
- **Where** will the intervention be provided?
- **When** will the intervention be provided?
- **How** will the intervention measure student achievement?

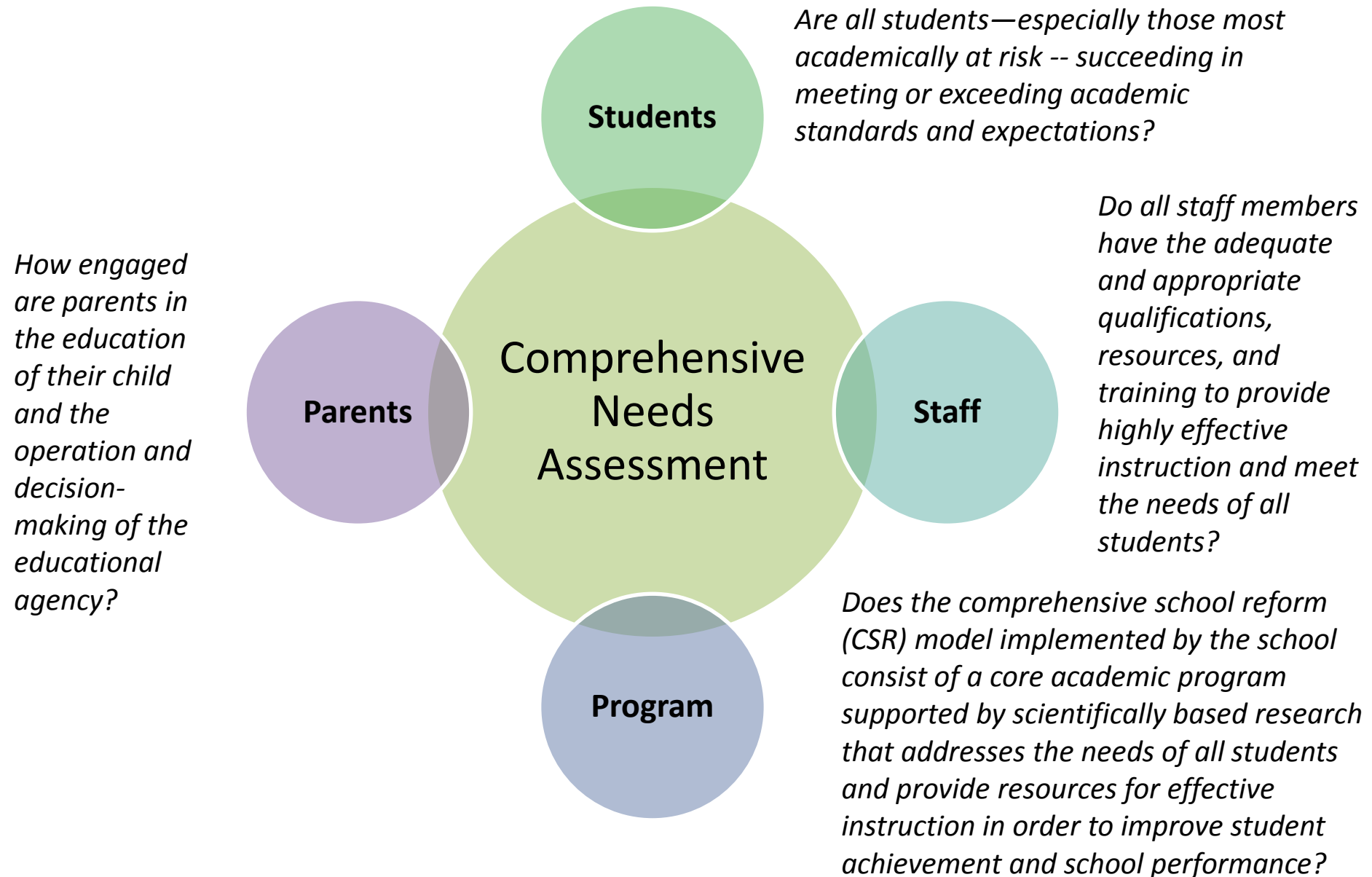
Components of a Title I Targeted Assistance Program

- A comprehensive needs assessment for the entire school
- Students must attain proficiency or better in reading and mathematics.
- Intervention part of the school plan
- Effective instructional strategies and methods supported by scientifically based research (SBR)
- Extends learning time
- Employ highly qualified teachers and paraprofessionals
- Professional development for Title I staff
- Parental involvement activities, including family literacy

This is you and your school.



Comprehensive Needs Assessment



Comprehensive Needs Assessment

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management

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Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees				

Comprehensive Needs Assessment

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Student Engagement Student Needs Teacher Input Teacher Expectations Teacher Readiness and Qualifications			

Comprehensive Needs Assessment

LEA Leadership	Curriculum, Instruction, and Professional Development	LEA Assessment System	Culture , Climate, and Communication	Resource Management
Mission Vision Values Philosophy Data Driven Decision-Making Leadership / Management Style Staff Meetings Committees	Academic Achievement Data Core Academic Program Instructional Strategies Course Offerings Student Engagement Student Needs Teacher Input Teacher Expectations Teacher Readiness and Qualifications	Student Performance Student Needs Student Expectations Formative Assessments Summative Assessments Screening Assessments Standardized Assessment Vertical Integration AIMS DIBELS Benchmarks Classroom Assessments Classroom Assignments		

Comprehensive Needs Assessment

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School Resources

- ✓ Fiscal
- ✓ Personnel
- ✓ Time
- ✓ Instructional Materials
- ✓ Technology
- ✓ Community

Resource Management

- ✓ **What resources does the school need in order to meet the school's goals?**
- ✓ **What resources does the school already have that will support the goals?**
- ✓ **Is the school utilizing all of its existing resources to their fullest potential?**
- ✓ **What resources could the school invest in that will produce the best results immediately and in the long run?**

Comprehensive Needs Assessment

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Resource Management Inventory

Review the school's current resources and how they may be used to fulfill the needs of the school.

- ✓ **What do we have?**
- ✓ **What are we not using?**
- ✓ **How could these resources meet the needs of the school?**

COMPREHENSIVE NEEDS ASSESSMENT

DESIRED RESULTS

(What Should Be)

—

CURRENT RESULTS

(What Is)

=

NEED

(Basis of Goal)

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*This is the ideal results.
With a Title I program,
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SMART Goals of the
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CURRENT RESULTS

(What Is)

*This is the current reality of
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NEED

(Basis of Goal)

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DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
<i>This is the ideal results. With a Title I program, the desired results are the SMART Goals of the Elementary and Secondary Education Act of 1965. It should also be based upon the Annual Measurable Objectives (AMO) for the current academic year.</i>		<i>This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.</i>		<i>This identifies the “gap” between the ideal assessment objective and the current reality of the school and its students.</i>

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<i>This is the ideal results. With a Title I program, the desired results are the SMART Goals of the Elementary and Secondary Education Act of 1965. It should also be based upon the Annual Measurable Objectives (AMO) for the current academic year.</i>		<i>This is the current reality of the performance of the school and its students. It should be strategic, specific, and in-depth.</i>		<i>This identifies the “gap” between the ideal assessment objective and the current reality of the school and its students. It establishes the annual target assessment objective of the SMART Goal. Based on AMO for the current academic year.</i>

COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)

COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading					

COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.				

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GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
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GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	= NEED (Basis of Goal)
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COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	= NEED (Basis of Goal)
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COMPREHENSIVE NEEDS ASSESSMENT

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Academic Proficiency in Reading	100% of students (including students with disabilities, English language learners, and the economically disadvantaged and 5 racial/ethnic subgroups) attain proficiency or better in reading/language arts by 2013-2014.	—	<ul style="list-style-type: none"> • 55% of students in Grades 3-8 attain reading proficiency. <ul style="list-style-type: none"> ○ 20% of English Language Learners attain reading proficiency. ○ 15% of students with disabilities attain reading proficiency. ○ 30% of Free & Reduced Lunch Program students attain reading proficiency. 	Gap = 85% of students with disabilities must become proficient or better by 2013- 2014.

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ANALYZING THE DATA

- Based on the results of the Comprehensive Needs Assessment
- Organize data based on the four components of the *Standards and Rubrics for School Improvement*.
- Identify Areas of Strength (Meets/Exceeds), Growth (Approaches), and Improvement (Falls Far Below).
- Choose at least five for each component and measure.

School Data Analysis

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity			
Curriculum, Instruction, and Professional Development			
Classroom and School Assessments			
School Culture, Climate, and Communication			
Resource Management			

School Data Analysis

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity	1.3	1.8	1.1
	1.4	1.9	1.2
	1.5	1.12	1.10
	1.6	1.13	1.11
	1.7		
Curriculum, Instruction, and Professional Development	2.7	2.2	2.1
	2.9	2.3	2.4
	2.10	2.11	2.5
	2.13	2.14	
	2.15		
Classroom and School Assessments	3.3	3.1	3.4
	3.5	3.2	3.7
	3.6		3.8
School Culture, Climate, and Communication	4.1	4.4	4.2
	4.5	4.7	4.3
	4.9	4.8	
	4.11	4.10	
Resource Management	5.1	5.3	5.2
	5.4	5.5	
	5.6 B	5.6 A	

PRIORITIZING NEEDS

- Prioritize those areas of needs identified through the comprehensive needs assessment.
- Rank order the needs for each sub-category by importance.
- What do the results suggest about...
 - ✓ *academic needs of the students in the school?*
 - ✓ *instructional and content needs of the teaching staff?*
 - ✓ *needs of parents and families in relation to student achievement?*
 - ✓ *school safety?*
 - ✓ *students in transition?*
 - ✓ *sub-groups?*

NEEDS PRIORITY LIST

Need Category	
School and District Leadership Capacity	
Curriculum, Instruction, and Professional Development	
Classroom and School Assessments	
School Culture, Climate, and Communication	
Resource Management	

NEEDS PRIORITY LIST

Need Category	Data Sources
School and District Leadership Capacity 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability	Feedback School community surveys (student, staff, parent)
Curriculum, Instruction, and Professional Development 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	Observations of teachers Teacher surveys
Classroom and School Assessments 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas)
School Culture, Climate, and Communication 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	Parent surveys Attendance sheets Feedback Discipline referrals School safety report Feedback and surveys
Resource Management 5.1 Support instructional goals 5.4 Review process for budget 5.6 A Alignment to Personnel Evaluations	Parent surveys Teacher evaluations Expense reports

For Further Information

Arizona Department of Education

Academic Achievement

<http://www.ade.az.gov/asd/>

LEA Grants and School Improvement
(Title I)

<http://www.ade.az.gov/asd/Title1/>